

Weekly HUM Work Study and Action Planning Meeting Agenda

Timing: 45 minutes per subject/grade (e.g., 45 minutes for 5th grade ELA, 45 minutes for 5th grade History)

- Set a weekly time that works for each grade level team

Objectives:

Teachers will:

- Study, score, and give feedback on scholar work from a previous lesson to norm their excellence bar and determine class trends
- Create an accountability and instruction plan in response to scholar work
- Use their takeaways from scholar work study to plan for improved scholar outcomes in an upcoming lesson

Pre-Work:

- Bring exemplar response and Exit Tickets from previous lesson (AP/SL selects the lesson)
- Come having read and planned exemplars and non-examples for an upcoming lesson (AP/SL selects the lesson)

Time	Component
Welcome & Objectives 2 minutes	Teachers will: <ul style="list-style-type: none"> • Study, score, and give feedback on scholar work from a previous lesson to norm their excellence bar and determine class trends • Create an accountability and instruction plan in response to scholar work • Articulate what scholar mastery looks like in an upcoming lesson
Scholar Work Study 20 minutes	Teachers study scholar responses to an Exit Ticket question from a recent seminar <ul style="list-style-type: none"> • First, teachers norm their exemplar response to the Exit Ticket question • Leader guides teachers in evaluating 3-5 exit tickets as a group to norm the group's excellence bar <ul style="list-style-type: none"> ○ For each response, teachers explain (1) their rationale for the score and (2) their proposed feedback • Teachers finish scoring and giving feedback on their class's Exit Tickets with their co-teacher
Planning for Accountability and Instruction 8 minutes	At the end of the work study time, the group discusses the whole-class trends and next steps. <ul style="list-style-type: none"> • First, leader leads a data whip-around: each teacher shares number of 4s, 3s, 2s, 1s, 0s, and incompletes • Then, each teacher shares the biggest trend in his/her Exit Tickets and his/her plan for changing his/her practice in response. Teachers should have a plan for BOTH: <ul style="list-style-type: none"> ○ ensuring they are holding kids accountable for best effort AND

	<ul style="list-style-type: none"> ○ better developing scholars as readers, writers, and thinkers ● Sample Accountability and Instruction Plan for a classroom: <ul style="list-style-type: none"> ○ Accountability Plan: <ul style="list-style-type: none"> ■ Teachers will re-set expectations around non-negotiables at the beginning of class tomorrow. ■ Teachers will call parents of any scholars who received incompletes and set date by which work must be resubmitted ○ Instruction Plan: <ul style="list-style-type: none"> ■ Focus of tomorrow’s Launch and Wrap-Up: ensuring your idea is PRECISE ■ Future work study focus: ensuring ALL evidence develops your idea ● Finally, teachers/leaders collaborate to set quantitative and qualitative goal for the next week’s Exit Tickets. For example: <ul style="list-style-type: none"> ○ By next week, 50% of scholars will score a Level 3 ○ By next week, 75% of exit tickets will have a precise idea
<p>Intellectual Preparation 15 minutes</p>	<p>Planning for an Upcoming Seminar</p> <ul style="list-style-type: none"> ● Using their takeaways from today’s work study, teachers plan for improved outcomes in a future seminar by answering the following questions about the seminar <ul style="list-style-type: none"> ○ What do scholars need to understand by the end of this seminar? ○ What expectations will you set for discussion? For written work? ○ For each discussion question: <ul style="list-style-type: none"> ■ What does an exemplar response sound like? ■ What might a scholar who has a misconception say? ■ What follow-up question could you ask to clarify that misconception? What section of the text should scholars with that misconception re-read? ○ For the Write and Exit Ticket Questions: <ul style="list-style-type: none"> ■ What are possible ways that scholars could correctly answer this question? ■ What are possible misconceptions scholars could have? How will you coach them to fix their reading error? What transferable takeaway would be helpful? ● Finally, ensure teachers have a strong Targeted Teaching Time plan designed to help them achieve their quantitative and qualitative goals for next week. In particular, lead them in a discussion around the following questions: <ul style="list-style-type: none"> ○ What is your vision for what work time should look/feel like? ○ What expectations will you set to achieve this vision? How will you respond if scholars are not meeting your expectations? ○ Which parts of the text will kids struggle with? Why? ○ Who will you coach when and why?